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ABSTRACT

Designed to determine if elementary school teachers have mastered the reading concepts most emphasized in undergraduate courses at the University of Northern Colorado, where they mastered these concepts, or why they have not mastered the concepts, the measure includes 51 items in multiple-choice format. The items cover "basic reading concepts," defined to include nature of the reading process, the developmental reading program, reading readiness, and instructional practices in reading. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review that precedes the document lists its category (teacher knowledge and attitudes), title, author, date, and age range (adult), and describes the instrument's purpose and physical characteristics.) (JL)

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Mastery Assessment of Basic Reading Concepts (MABRC).

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

CS 207924

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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Robert A. Pavlik

TO THE EDUCATIONAL RESOURCES
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Category: Teacher Knowledge and Attitudes

Title: Mastery Assessment of Basic Reading Concepts (MABRC)

Author: Robert A. Pavlik

Age Range: Adult

Description of Interest:

Purpose: To determine if elementary school teachers have mastered reading concepts most emphasized in undergraduate courses, where they mastered these concepts, or why they have not mastered the concepts.

Date of Construction: 1974

Physical Description: This measure includes fifty-one items in multiple-choice format. The items cover "basic reading concepts," defined to include: nature of the reading process, the developmental reading program, reading readiness, approaches to beginning reading instruction, reading skills, reading assessment, and reading instructional practices. Illustrated below is a sample item and its possible responses:

Column A	Test Item	Column B
A _____	A. The reading readiness factor which the classroom teacher can do <u>least</u> to improve is	B _____
	_____ 1. auditory discrimination.	
	_____ 2. experiential background.	
	_____ 3. language facility.	
	_____ 4. socio-economic status.	
Possible Responses for Column A.		Possible Responses for Column B:
1 - I mastered this concept in undergraduate reading methods courses.		1 - I never encouraged this concept.
2 - I mastered this concept in my teaching experience.		2 - This concept is confusing and abstract.
3 - I mastered this concept somewhere else. State where on blank provided.		3 - My undergraduate preparation and teaching conflict on this concept.
4 - I am not sure where I mastered this concept.		4 - I encountered this concept, but I have forgotten my understanding of it.

Validity, Reliability, and Normative Data:

The reading education professors at the University of Northern Colorado wanted to follow up on their former students, and this instrument was designed to serve that purpose. It was additionally a part of an evaluation of the undergraduate reading program at the University of Northern Colorado. As such, the instrument and the data it gathers are idiosyncratic to the professors, and the concepts they emphasized in their undergraduate reading education courses. An item analysis was conducted on the original version of this measure, and a revision was developed based on the results. As part of the author's doctoral dissertation, the instrument was used with 346 elementary teacher education program graduates.

Related Documents:

Pavlik, Robert Andrew. "An Assessment of Undergraduate Preparation for the Teaching of Reading in the Elementary School." Doctoral dissertation, University of Northern Colorado, 1974.

MASTERY ASSESSMENT OF BASIC READING CONCEPTS (MABRC)

Content

The reading concepts assessed by MABRC were identified by the UNC reading methods professors as the concepts most emphasized in their undergraduate courses. These concepts cover such areas of reading as the nature of the reading process and the developmental reading program, reading readiness, approaches to beginning reading instruction, reading skills, reading assessment, and reading instructional practices.

Purposes

Our professors desire to know how well their former students have mastered these reading concepts, where they have mastered these concepts, and why they have not mastered these concepts.

Directions

If, after reading each question, you believe you know the answer, check the blank provided at the left of your selected response. Do not guess; select a response only if you are sure you know the answer to be correct or most correct.

Also, using the numbers for possible responses under Column A, indicate on the blank provided where you believe you mastered the concept under consideration.

If, after reading each question, you believe you do not know the answer, and using the numbers for possible responses under Column B, indicate on the blank provided why you have not mastered the concept under consideration.

Possible Responses for Column A

- 1 - I mastered this concept in undergraduate reading methods courses.
- 2 - I mastered this concept in my teaching experience.
- 3 - I mastered this concept somewhere else. State where on blank provided.
- 4 - I am not sure where I mastered this concept.

Possible Responses for Column B

- 1 - I never encountered this concept.
- 2 - This concept is confusing and abstract.
- 3 - My undergraduate preparation and teaching experience conflict on this concept.
- 4 - I encountered this concept, but I have forgotten my understanding of it.

COLUMN A

TEST ITEM

COLUMN B

- A _____ A. The reading readiness factor which the classroom teacher can do least to improve is
- _____ 1. auditory discrimination.
 - _____ 2. experiential background.
 - _____ 3. language facility.
 - _____ 4. socio-economic status.

- B _____ B. The elements usually included in definitions of the reading process are
- _____ 1. perception, conceptualization and application.
 - _____ 2. visualization, use of context and reaction.
 - _____ 3. word attack, perception and comprehension.
 - _____ 4. word attack, comprehension and application.

A _____

B _____

Possible Responses for Column A

- 1-Mastered concept in undergraduate reading methods.
- 2-Mastered concept in my teaching experience.
- 3-Mastered concept somewhere else. State where on blank.
- 4-Not sure where I mastered concept.

Possible Responses for Column B

- 1-Never encountered concept before.
- 2-Concept is confusing and abstract.
- 3-Undergraduate preparation and teaching experience conflict on this concept.
- 4-Encountered concept before, but have forgotten.

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- | | | |
|---|---|---|
| C | <p>C. Critical reading <u>most generally</u> involves the reader's ability to</p> <ol style="list-style-type: none"> ___ 1. identify the propaganda techniques. ___ 2. differentiate main ideas and details. ___ 3. judge the validity of what is read. ___ 4. analyze current controversial issues. | C |
| D | <p>D. Which one of the following activities should the classroom teacher <u>not</u> use when directing the teaching of a reading lesson using a narrative selection (story unit)?</p> <ol style="list-style-type: none"> ___ 1. Guide the learners in formulating purposes for reading the selection. ___ 2. Have some learners orally read selected passages without advanced preparation. ___ 3. Provide practice exercises to meet individual learner needs. ___ 4. Use the selection to reinforce previously introduced reading skills. | D |
| E | <p>E. The classroom teacher should use the learner's instructional reading level when</p> <ol style="list-style-type: none"> ___ 1. grouping learners for instruction in reading skills. ___ 2. identifying a learner's capacity level in reading. ___ 3. ordering standardized achievement tests for reading. ___ 4. recommending supplementary reading for the learner. | E |
| F | <p>F. Such teaching practices as using positive comments, providing materials for the learner to see his/her progress, and providing means for the learner to gain approval from those persons important to him/her are designed <u>primarily</u> to</p> <ol style="list-style-type: none"> ___ 1. create a realistic value system for the learner. ___ 2. improve the learner's concept of himself/herself. ___ 3. provide long-range extrinsic motivation for the learner. ___ 4. protect the learner's delicate psyche. | F |
| G | <p>G. Which one of the following practices is <u>not</u> recommended in the construction of the informal reading inventory (IRI)?</p> <ol style="list-style-type: none"> ___ 1. Choose graded selections from basal reading series. ___ 2. Develop five to seven questions assessing the recall of details. ___ 3. Secure longer selections as the selections increase in difficulty. ___ 4. Use rewritten newspaper articles for some of the selections. | G |
| H | <p>H. One characteristic of study-type reading is <u>not</u></p> <ol style="list-style-type: none"> ___ 1. consistent rate of reading speed. ___ 2. regular formulation of questions. ___ 3. slow rate with some eye regressions. ___ 4. thorough application of critical reading skills. | H |

- I ____ I. A first grade girl is thoroughly confused with the phonics rules used by her teacher. She would like to read now, and she would like to write her own stories. Which one of the following approaches to beginning reading instruction would she most likely benefit from instead of the approach which emphasizes phonics rules? I ____
- ____ 1. Basal reader approach
 - ____ 2. Language-experience approach
 - ____ 3. Montessori approach
 - ____ 4. Programmed reading approach
- J ____ J. The classroom teacher's knowledge of several definitions of the reading process is least valuable when J ____
- ____ 1. evaluating the reading behaviors of learners.
 - ____ 2. planning instructional goals for reading.
 - ____ 3. scoring reading comprehension responses.
 - ____ 4. selecting reading tests, materials and methods.
- K ____ K. Which one of the following practices is not recommended when using the IRI? K ____
- ____ 1. Convert learner's word call and comprehension errors into norms for later use.
 - ____ 2. Identify approximate functional reading levels using word call and comprehension errors.
 - ____ 3. Provide background necessary to establish a logical beginning point for reading a selection.
 - ____ 4. Record the different types of word call errors the learners make while reading orally.
- L ____ L. Which one of the following questions would be least appropriate when the classroom teacher is planning a conference with a learner in an individualized reading program? L ____
- ____ 1. What follow-up activities will the learner need?
 - ____ 2. What is the major purpose of this conference?
 - ____ 3. When could I see each of my learners?
 - ____ 4. Where is the checklist of comprehension questions?
- M ____ M. The teacher's manual for most basal reading programs does not include suggestions for M ____
- ____ 1. constructing instructional goals for reading instruction.
 - ____ 2. developing learner appreciation of the material in the basal.
 - ____ 3. securing supplementary materials for instruction in reading.
 - ____ 4. teaching several specific reading skills needed by the learners.
- N ____ N. The word recognition method which the mature reader least likely uses when he encounters a vaguely familiar word in context is the use of N ____
- ____ 1. a dictionary.
 - ____ 2. an affix and root meaning.
 - ____ 3. configuration.
 - ____ 4. context clues.

Possible Responses for Column A

- 1-Mastered concept in undergraduate reading methods.
- 2-Mastered concept in my teaching experience.
- 3-Mastered concept somewhere else. State where on blank.
- 4-Not sure where I mastered concept.

Possible Responses for Column B

- 1-Never encountered concept before.
- 2-Concept is confusing and abstract.
- 3-Undergraduate preparation and teaching experience conflict on this concept.
- 4-Encountered concept before, but have forgotten.

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|---------|---|---------|
| O _____ | <p>O. Which one of the following types of information usually found in cumulative folders would be <u>least</u> useful in identifying the specific reading needs of learners?</p> <ol style="list-style-type: none"> _____ 1. Anecdotal statements _____ 2. Diagnostic reading test results _____ 3. Medical and school background _____ 4. Standardized reading test results | O _____ |
| P _____ | <p>P. Identify the <u>least often</u> recommended use for workbooks in the reading program.</p> <ol style="list-style-type: none"> _____ 1. Helping teacher and learner assess learner mastery of reading skills. _____ 2. Introducing learners to the reading skills to be mastered. _____ 3. Reinforcing instruction in the reading skills to be mastered. _____ 4. Saving the teacher preparation time for reading instruction. | P _____ |
| Q _____ | <p>Q. Choose the combination of practices for assessing reading readiness which most reading authorities recommend.</p> <ol style="list-style-type: none"> _____ 1. Assessment of knowledge of letter names
Identification of chronological age
Teacher observation _____ 2. Assessment of intelligence quotient
Consultation with the learner
Parental recommendation _____ 3. Assessment of mental age
Identification of chronological age
Interpretation of reading readiness tests _____ 4. Consultation with the learner
Interpretation of reading readiness tests
Teacher observation | Q _____ |
| S _____ | <p>S. A recommended practice for encouraging recreational reading is</p> <ol style="list-style-type: none"> _____ 1. having learners read at least two books from a list of recommended books. _____ 2. making a wide variety of books readily available to the learners. _____ 3. requiring some form of report on the books learners read. _____ 4. suggesting books related to reading for the content-area subjects. | S _____ |
| T _____ | <p>T. When a classroom teacher administered an informal reading inventory for a fourth grade boy, she secured these results: second grade, fourth grade, sixth grade and seventh grade. Which one of the following combinations of grade level scores represents the frustration and capacity levels?</p> <ol style="list-style-type: none"> _____ 1. Second and fourth grades _____ 2. Fourth and sixth grades _____ 3. Fourth and seventh grades _____ 4. Sixth and seventh grades | T _____ |

- U ____ U. Identify the most recommended use for silent reading from the list below: U ____
- ____ 1. Identifying substitution errors.
 - ____ 2. Practicing reading drama.
 - ____ 3. Preparing for oral reading.
 - ____ 4. Rewarding good class behavior.
- V ____ V. Choose the combination of components for teaching a reading skill lesson which would be most effective in the long run. V ____
- ____ 1. Assessing learner mastery of the reading skill.
Demonstrating the uses of the reading skill.
Teaching two to four reading skills in the lesson.
 - ____ 2. Questioning the learners until they figure out the use of the skill.
Using extrinsic rewards for mastery of reading skills.
Using reading machines to provide most of the training in the reading skill.
 - ____ 3. Demonstrating the uses of the reading skill.
Providing initial practice of the skill with actual reading material.
Using material which presents a need for the reading skill.
 - ____ 4. Using pre-tests to assess learner mastery of the reading skill.
Using workbooks and machines for developing skill mastery.
Using post-tests to assess learner mastery of the reading skill.
- W ____ W. A major advantage of the IRI when compared with standardized reading tests is that the IRI W ____
- ____ 1. assesses the learner's general and specific reading abilities.
 - ____ 2. evaluates the learner's reading performance against absolute perfection.
 - ____ 3. is more valid and reliable for good readers than for poor readers.
 - ____ 4. yields easy-to-use grade equivalent and centile scores.
- X ____ X. Which one of the following is a major purpose for teacher-made reading-study lesson guides covering assigned reading? X ____
- ____ 1. Differentiate comprehension expectations for learners with varying reading abilities.
 - ____ 2. Keep the learners involved in reading related tasks for study hall and homework.
 - ____ 3. Prepare learners for an examination to follow the study of the topic under consideration.
 - ____ 4. Replace the classroom discussion of the topic under consideration.
- Y ____ Y. The approach to beginning reading instruction which is based on the principles of seeking, self-selection and pacing is called the Y ____
- ____ 1. basal reading approach.
 - ____ 2. individualized reading approach.
 - ____ 3. language-experience approach.
 - ____ 4. programmed reading approach.

Possible Responses for Column A

- 1-Mastered concept in undergraduate reading methods.
- 2-Mastered concept in my teaching experience.
- 3-Mastered concept somewhere else. State where on blank.
- 4-Not sure where I mastered concept.

Possible Responses for Column B

- 1-Never encountered concept before.
- 2-Concept is confusing and abstract.
- 3-Undergraduate preparation and teaching experience conflict on this concept.
- 4-Encountered concept before, but have forgotten.

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| Z | Z. The most appropriate question a classroom teacher could ask before initiating a plan for grouping or before the actual grouping of learners for instruction in reading is | Z |
| | ☐ 1. Which learners have a history of emotional problems?
☐ 2. What is the mean (average) reading achievement level of the total group?
☐ 3. What is the mean (average) reading achievement level of each learner?
☐ 4. What is the purpose for establishing groups? | |
| AA | AA. The classroom teacher would use the learner's independent reading level when | AA |
| | ☐ 1. assigning games for developing basic reading skills.
☐ 2. identifying a learner's capacity level in reading.
☐ 3. recommending recreational reading to the learner.
☐ 4. selecting printed materials to be read with teacher help. | |
| BB | BB. A second grade boy needs constant feedback on his reading progress; he does not like to work in groups. His visual discrimination abilities are weak. Which one of the following approaches to beginning reading instruction would he most likely benefit from? | BB |
| | ☐ 1. Individualized reading approach
☐ 2. Language-experience approach
☐ 3. Linguistically based approach
☐ 4. Programmed reading approach | |
| CC | CC. Assuming that all approaches to beginning reading instruction have some weaknesses, which one of the following seems to be the most apparent weakness in the basal reader approach for developmental readers? | CC |
| | ☐ 1. Highly controlled vocabulary in the selections presented
☐ 2. Illogical sequence for teaching various elements of the reading process
☐ 3. Limited range of skills which mature readers encounter in their reading
☐ 4. Poorly organized materials for both teachers and learners to use | |
| DD | DD. The factor influencing comprehension and which the classroom teacher can do least to improve is | DD |
| | ☐ 1. experiential background.
☐ 2. intellectual abilities.
☐ 3. reading flexibility.
☐ 4. word recognition proficiency. | |
| EE | EE. Choose the combination of terms below which the acronym SQ3R most closely represents: | EE |
| | ☐ 1. Survey, Qualify, Read, Review, Recite
☐ 2. Speculate, Question, React, Read, Recite
☐ 3. Survey, Question, Read, Reflect, Review
☐ 4. Speculate, Qualify, Read, Recathart, Render | |

- FF ____ FF. One of the major strengths of the language-experience approach to beginning reading instruction is FF ____
- ____ 1. early emphasis on the syntactic-semantic relationships.
 - ____ 2. ease of transition learners make to others' writing.
 - ____ 3. regular exposure to a wide range of reading materials.
 - ____ 4. teacher's use of the learner's oral language growth.
- GG ____ GG. The source of information which should receive the greatest consideration when the classroom teacher attempts to identify the reading needs of learners is GG ____
- ____ 1. cumulative folders kept for each learner.
 - ____ 2. day-by-day observations by the teacher.
 - ____ 3. results of formal and informal tests.
 - ____ 4. conferences between teacher and parents.
- HH ____ HH. Allowing learners to practice the principles of seeking, self-selection and self-pacing without guidance from the classroom teacher would most likely result in a/an HH ____
- ____ 1. increased socialization among the learners.
 - ____ 2. learner reading a book on his frustration level.
 - ____ 3. overlearning of the basic reading skills.
 - ____ 4. reduction in competition among the learners.
- II ____ II. Which one of the following is least defensible as a purpose for oral reading in the elementary school? II ____
- ____ 1. Assessing learner word attack proficiency
 - ____ 2. Delivering information to other learners
 - ____ 3. Entertaining other learners
 - ____ 4. Giving each learner opportunity to read
- JJ ____ JJ. Providing instruction aimed at learner reading needs rather than published objectives best describes the teacher's role in the JJ ____
- ____ 1. individualized reading approach.
 - ____ 2. Initial Teaching Alphabet approach.
 - ____ 3. programmed reading approach.
 - ____ 4. Montessori approach.
- KK ____ KK. The classroom teacher needs to provide background in the teaching of a narrative selection primarily to KK ____
- ____ 1. bridge the gap in the learners' conceptual background with those concepts found in the selection.
 - ____ 2. help learners formulate their purposes for reading the selection.
 - ____ 3. provide additional content to test learners when discussing the selection.
 - ____ 4. provide a balance between the content covered and the skills to be introduced.
- LL ____ LL. One of the major arguments for the "code approach" for beginning reading instruction is that such learners LL ____
- ____ 1. are able to apply most of the phonics rules to most words.
 - ____ 2. engage in independent word attack from the beginning of instruction.
 - ____ 3. have been conclusively shown to be better readers in the long run.
 - ____ 4. tend to become word callers with little concern for meaning.

Possible Responses for Column A

- 1-Mastered concept in undergraduate reading methods.
- 2-Mastered concept in my teaching experience.
- 3-Mastered concept somewhere else. State where on blank.
- 4-Not sure where I mastered concept.

Possible Responses for Column B

- 1-never encountered concept before.
- 2-Concept is confusing and abstract.
- 3-Undergraduate preparation and teaching experience conflict on this concept.
- 4-Encountered concept before, but have forgotten.

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| <p>NN ____ NN. A learner's potential or capacity reading level may be estimated using his/her</p> <ol style="list-style-type: none"> ____ 1. frustration reading level. ____ 2. independent reading level. ____ 3. instructional reading level. ____ 4. listening level. <p>OO ____ OO. Choose the combination of methods which most reading authorities believe has the greatest potential for developing independence in word recognition:</p> <ol style="list-style-type: none"> ____ 1. Identifying little words in big words
Recognizing the peculiarity of words
Using phonic analysis
Using structural analysis ____ 2. Substituting known parts of words into unknown parts
Using context clues
Using the dictionary
Using structural analysis ____ 3. Substituting known parts of words into unknown parts
Using configuration
Using context clues
Using phonic analysis ____ 4. Recognizing the peculiarity of words
Using configuration
Using the dictionary
Using picture clues <p>PP ____ PP. Choose that combination of phases which are usually included in a developmental reading program for an elementary school:</p> <ol style="list-style-type: none"> ____ 1. Basal reading and remedial reading ____ 2. Basal reading, supplementary reading and content-area/functional reading ____ 3. Basal reading, content-area/functional reading, recreational reading and remedial reading ____ 4. Basal reading, supplementary reading, content-area/functional reading, recreational reading and remedial reading <p>QQ ____ QQ. Among the disadvantages of heterogeneous grouping is the fact that</p> <ol style="list-style-type: none"> ____ 1. learners are often stereotyped as "fast," "average," or "slow." ____ 2. intelligence is not always a reliable grouping criterion. ____ 3. the range of achievement from high to low is uncontrolled. ____ 4. scheduling activities for each group is time-consuming. | <p>NN ____</p> <p>OO ____</p> <p>PP ____</p> <p>QQ ____</p> |
|--|---|

- RR ____ RR. The learner's functional reading level which is usually revealed by standardized reading tests is the
 ____ 1. frustration reading level.
 ____ 2. independent reading level.
 ____ 3. instructional reading level.
 ____ 4. reading expectancy level.
- SS ____ SS. A recommended assessment practice for a school's reading program is to
 ____ 1. administer the same battery of standardized reading tests every six months if only one battery is available.
 ____ 2. hold firmly to the results of initial diagnostic interpretations and remediation suggestions.
 ____ 3. withhold remediation until a comprehensive diagnosis has been completed and interpreted.
 ____ 4. make formal and informal assessment an on-going element for all levels.
- TT ____ TT. The largest vocabulary which most learners possess when beginning school is the
 ____ 1. listening vocabulary.
 ____ 2. reading vocabulary.
 ____ 3. speaking vocabulary.
 ____ 4. writing vocabulary.
- UU ____ UU. Choose the practice which would be least effective for developing a meaningful vocabulary.
 ____ 1. Building logical relationships among newly encountered words.
 ____ 2. Teaching the meanings of common affixes and roots.
 ____ 3. Using a multi-sensory approach for presenting words.
 ____ 4. Using flash cards for drill after initial presentation.
- VV ____ VV. The least desirable practice for developing learner motivation to read is
 ____ 1. having learners keep lists of their missed words.
 ____ 2. providing reasonably challenging material to read.
 ____ 3. using every opportunity for praise and encouragement.
 ____ 4. using graphs to report progress in reading skill mastery.
- WW ____ WW. The least likely purpose for homogeneous grouping for instruction in reading is
 ____ 1. capitalizing on learner motivation.
 ____ 2. expecting the same learner output for a group.
 ____ 3. handling severe discipline problems.
 ____ 4. making the classroom teacher's job easier.

Possible Responses for Column A

- 1-Mastered concept in undergraduate reading methods.
- 2-Mastered concept in my teaching experience.
- 3-Mastered concept somewhere e.se. State where on blank.
- 4-Not sure where I mastered concept.

Possible Responses for Column B

- 1-Never encountered concept before.
- 2-Concept is confusing and abstract.
- 3-Undergraduate preparation and teaching experience conflict on this concept.
- 4-Encountered concept before, but have forgotten.

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XX - AB. Read the passage and questions below. Then, using the numbers for possible responses, indicate the level of comprehension called for in each question.

- 1 - Critical level
- 2 - Inferential level
- 3 - Intuitive level
- 4 - Literal level

Bobby's first bus ride on the school bus seemed too long. The bus stopped at several crossings, stop signs and almost fifty homes. Bobby could hardly wait to get to school so that he could learn to read today.

- XX ____ XX. Was Bobby one of the first or last students to board the bus? XX ____
____ Level using a number from above
- YY ____ YY. Where was Bobby going? YY ____
____ Level using a number from above
- ZZ ____ ZZ. What grade was Bobby probably in? ZZ ____
____ Level using a number from above
- AB ____ AB. Is it possible to learn to read in one day? Why or why not? AB ____
____ Level using a number from above

PERSONAL ANALYSIS FOR YOUR RESPONSES TO THE MASTERY ASSESSMENT OF BASIC READING CONCEPTS

Directions: The items checked in the left column are incorrect responses. The numbers in the right column indicate page numbers for the following suggested readings:

- Burron, Arnold H. and Claybaugh, Amos L. Basic Concepts in Reading Instruction. Ohio: Charles E. Merrill Publishing Company, 1972. (BC)
- Dedoe, John J. and Dallman, Martha. The Teaching of Reading. Third Edition. Chicago: Holt, Rinehart and Winston, Inc., 1970. (DD)
- Durkin, Dolores. Teaching Them to Read. Boston: Allyn and Bacon, Inc., 1970. (D)
- McKee, Paul. Reading, A Program of Instruction for the Elementary School. New York: Houghton Mifflin Company, 1966. (M)
- Spiche, George D. and Spache, Evelyn B. Reading in the Elementary School. Boston: Allyn and Bacon, Inc., 1973. (S)

RESPONSES	AREAS OF READING AND THEIR RESPECTIVE CONCEPTS COVERED	BC	DD	D	M	S
<u>Definition of the Reading Process</u>						
___ (B)	Elements usually included in definitions of the reading process.....	1-3	11-18	3-4	28-32	3-44
___ (J)	Value of knowing several definitions of the reading process.....	1,3	11-12	---	---	3,4
<u>Nature of the Developmental Reading Program</u>						
___ (PP)	Components of the developmental reading program.....	---	30-1	9	26-32	293-337
<u>Reading Readiness</u>						
___ (A)	Reading readiness factors.....	25-35	35-90	23-70	---	49-74
___ (Q)	Practices for assessing reading readiness.....	35-8	51-4	38-42	---	74-6
___ (TT)	Largest vocabulary which most learners possess when beginning school...3-6	---	---	323	46-8	68
<u>Approaches to Beginning Reading Instruction</u>						
___ (I)	Matching approach and learner.....	---	---	---	---	---
___ (BB)	Planning a conference with a learner in an individualized reading program.....	---	435-439	168-170	---	377-389
___ (L)	Using a teacher's manual in a basal reading program.....	102-3	---	120-1	138-46	---
___ (M)	Approach based on principles of seeking, self-selection and pacing.....	117-22	435-9	168-70	449-52	202-4
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